June 2008



DEPARTMENT OF EDUCATION

2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine. gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron

Commissioner of Education

Susan A. Lendron



School Report Grade 8

Test Date: March 2008 Code: 11591411

SAU: Surry School Department

School: Surry Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

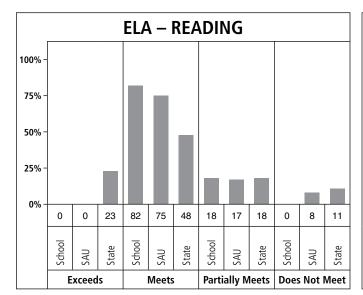
Test Date: March 2008

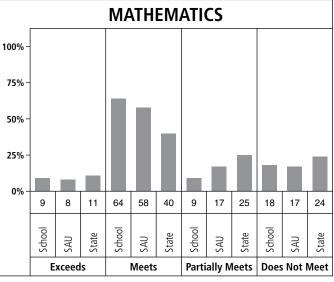
Grade:

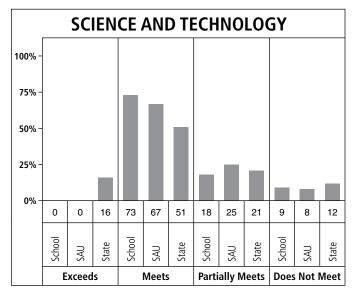
SAU: Surry School Department School: Surry Elementary School

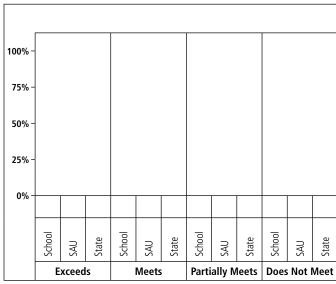
Summary of School, SAU, and State Scores

Year	Avera	age Scaled S	Score
ieai	School	SAU	State
ELA – Reading 2005–2006 2006–2007 2007–2008 Cum. Avg.*	836 848 847 845	836 848 846 844	845 847 849 847
Mathematics 2005–2006 2006–2007 2007–2008 Cum. Avg.*	843 845 844 844	843 845 843 844	840 842 841 841
Science & Technology 2005–2006 2006–2007 2007–2008 Cum. Avg.*	843 853 844 848	843 853 844 848	846 847 847 847









^{*}Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.



SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008

Grade:

SAU: Surry School Department School: Surry Elementary School

		Er	rol	lme	nt¹								C	ON.	ΤE	NT	AR	ΕA	PA	RT	ICI	PA	TIO	N ²				
CATEGORY OF	C	during	g test	ing v	vindo	w			ELA-F	eadin	g				Mathe	matic	3			Scien	ce and	d Tech	nology					
PARTICIPATION	Sc	hool	S	AU	Sta	ate	Sc	hool	S	AU	St	ate	Scl	nool	s	AU	St	ate	Scl	nool	s	AU	St	ate	Sc	hool	SAU	State
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n %	n %
Total number of students	11	100	12	100	15274	100	11	100	12	100	15102	99	11	100	12	100	15097	99	11	100	12	100	15080	99				
Ethnicity African American/Black	0	0	0	0	368	2	0	0	0	0	356	97	0	0	0	0	360	98	0	0	0	0	356	97				
American Indian or Native Alaskan	0	0	0	0	120	1	0	0	0	0	117	98	0	0	0	0	117	98	0	0	0	0	117	98				
Asian or Pacific Islander	0	0	0	0	186	1	0	0	0	0	181	97	0	0	0	0	182	98	0	0	0	0	182	98				
Hispanic	0	0	0	0	139	1	0	0	0	0	136	98	0	0	0	0	136	98	0	0	0	0	136	98				
Caucasian/White	11	100	12	100	14461	95	11	100	12	100	14312	99	11	100	12	100	14302	99	11	100	12	100	14289	99				
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
Identified disability	2	18	3	25	2508	16	2	100	3	100	2446	98	2	100	3	100	2441	98	2	100	3	100	2431	98				
Current LEP	0	0	0	0	327	2	0	0	0	0	316	97	0	0	0	0	322	99	0	0	0	0	322	99				
Economically disadvantaged	5	45	6	50	5420	35	5	100	6	100	5329	99	5	100	6	100	5324	99	5	100	6	100	5313	98				
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100				

MODE OF		ı	ELA-F	Readir	ng				Mathe	matics	3			Scien	ce and	d Techi	nology						
	Sc	hool	s	AU	Sta	ate	Sch	ool	S	AU	Sta	ate	Sch	ool	s	AU	Sta	ate	Sch	ool	SA	U	State
PARTICIPATION ³	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n %
Participation without accommodations	9	82	9	75	12703	83	9	82	9	75	12694	83	9	82	9	75	12710	83					
Identified disability (PET/IEP)	0	0	0	0	437	3	0	0	0	0	421	3	0	0	0	0	445	4					
LEP	0	0	0	0	172	1	0	0	0	0	172	1	0	0	0	0	173	1					
504 plan	0	0	0	0	229	2	0	0	0	0	231	2	0	0	0	0	230	2					
Participation with accommodations	2	18	3	25	2221	15	2	18	3	25	2227	15	2	18	3	25	2197	14					
Identified disability (PET/IEP)	2	100	3	100	1832	82	2	100	3	100	1844	83	2	100	3	100	1813	83					
LEP	0	0	0	0	136	6	0	0	0	0	143	6	0	0	0	0	142	6					
504 plan	0	0	0	0	68	3	0	0	0	0	66	3	0	0	0	0	66	3					
Other	0	0	0	0	213	10	0	0	0	0	202	9	0	0	0	0	204	9					
Participation through alternate assessment (PAAP)	0	0	0	0	177	1	0	0	0	0	176	1	0	0	0	0	173	1					
Identified disability (PET/IEP)	0	0	0	0	177	100	0	0	0	0	176	100	0	0	0	0	173	100					
LEP	0	0	0	0	7	4	0	0	0	0	7	4	0	0	0	0	7	4					
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																	
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	34	0					
Non-participation – other	0	0	0	0	140	1	0	0	0	0	143	1	0	0	0	0	160	1					

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.



ELA-READING RESULTS

Test Date: March 2008

Grade:

SAU: Surry School Department School: Surry Elementary School

STUDENTS AT EACH ACHIEVEMENT LEVEL

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ACHIEVEMENT LEVEL DEFINITIONS		Sch	ool	SA	AU	Sta	ite
The quality of a student's work at each achievement level reflects progress in attaining Maine Level Expectations in English language arts – reading.	's Grade	N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	0	0	0	0	2695	17
	2006-2007	2	13	2	13	2407	16
	2007-2008	0	0	0	0	3428	23
	Cum. Total*	2	6	2	5	8530	18
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	3	33	3	33	6830	42
	2006-2007	8	50	8	50	7494	49
	2007-2008	9	82	9	75	7179	48
	Cum. Total*	20	56	20	54	21503	46
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	4	44	4	44	3741	23
	2006-2007	5	31	5	31	3628	24
	2007-2008	2	18	2	17	2706	18
	Cum. Total*	11	31	11	30	10075	22
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	2	22	2	22	3003	18
	2006-2007	1	6	1	6	1810	12
	2007-2008	0	0	1	8	1611	11
	Cum. Total*	3	8	4	11	6424	14

		nber	A	verage Poi	nts Attaine	d (Number	and Percer	nt)
Learning Results Content Standard Cluster		oints sible	Sch	ool	S	ΑU	Sta	ite
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	36.4	65.0	35.0	62.5	36.9	65.9
Literary Text	28	50	18.5	66.1	17.8	63.6	18.3	65.4
Informational Text	28	50	17.8	63.6	17.3	61.8	18.6	66.4

The Maine Learning Results reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine's 1997 Learning Results, which can be found at http://www.maine.gov/education/lsalt/gles.htm.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008 8

Grade:

Surry School Department Surry Elementary School SAU: School:

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DEDORTING					Sch	nool							SA	AU .			<u> </u>		St	ate		
REPORTING CATEGORIES	Tested		E		М		P		D	Mean Scaled Score	Tested	E	М	Р	D	Mean Scaled	Tested	E	М	P	D	Mean Scaled
	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	11	0	0	9	82	2	18	0	0	847	12	0	75	17	8	846	14924	23	48	18	11	849
Ethnicity African American/Black American Indian or Native Alaskan Asian or Pacific Islander Hispanic Caucasian/White Not Reported	0 0 0 0 11	0	0	9	82	2	18	0	0	847	0 0 0 0 12 0	0	75	17	8	846	348 117 179 131 14149 0	11 9 32 18 23	38 43 39 38 49	22 29 18 27 18	29 19 11 17 10	840 842 852 846 850
Identified disability Yes No	2	0	0	9	100	0	0	0	0	851	3 9	0	100	0	0	851	2269 12655	3 27	24 52	32 16	42 5	833 852
Current LEP Yes No	0 11	0	0	9	82	2	18	0	0	847	0 12	0	75	17	8	846	308 14616	8 23	30 48	27 18	34 10	837 850
Economically disadvantaged Yes No	5 6	0 0	0	4 5	80 83	1 1	20 17	0	0	844 851	6 6	0 0	67 83	17 17	17 0	840 851	5222 9702	12 29	44 50	25 14	19 7	843 853
Migrant Yes No	0 11	0	0	9	82	2	18	0	0	847	0 12	0	75	17	8	846	7 14917	0 23	86 48	0 18	14 11	850 849
Gender Female Male Not Reported	6 5 0	0 0	0 0	5 4	83 80	1 1	17 20	0	0 0	850 844	6 6 0	0 0	83 67	17 17	0 17	850 841	7198 7726 0	30 17	48 49	15 21	7 14	853 847
Title 1A targeted program Yes No	1 10	0	0	9	90	1	10	0	0	849	1 11	0	82	9	9	847	807 14117	9 24	41 49	32 17	18 10	842 850
Gifted/talented program Yes No	0 11	0	0	9	82	2	18	0	0	847	0 12	0	75	17	8	846	592 14332	71 21	28 49	1 19	0 11	867 849



ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: Surry School Department School: Surry Elementary School

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					Sch	ool							SA	U					Sta	ite		
QUESTIONNAIRE ITEMS	Students in Each Category		E	ı	И		P	ı	D	Mean Scaled Score	Students in Each Category	E	М	Р	D	Mean Scaled Score	Students in Each Category	E	М	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%	2000	%	%	%	%	%	1	%	%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	20 30 50 0	0 0 0	0 0 0	1 3 5	50 100 100	1 0 0	50 0 0	0 0 0	0 0 0	838 851 853	18 36 45 0	0 0 0	50 75 100	50 0 0	0 25 0	838 844 853	9 46 41 5	10 20 28 28	39 50 49 44	24 20 15 15	26 11 7 12	841 849 852 850
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	30 60 10 0	0 0 0	0 0 0	3 6 0	100 100 0	0 0 1	0 0 100	0 0 0	0 0 0	850 852 832	27 55 18 0	0 0 0	100 100 0	0 0 50	0 0 50	850 852 828	33 53 11 3	31 21 14 6	48 51 41 34	14 19 25 26	7 9 20 35	853 849 844 836
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	50 30 20 0	0 0 0	0 0 0	5 3 1	100 100 50	0 0 1	0 0 50	0 0 0	0 0 0	851 851 842	45 36 18 0	0 0 0	100 75 50	0 0 50	0 25 0	851 845 842	31 49 18 2	42 19 5 4	44 54 42 29	8 19 31 32	6 9 22 34	857 849 840 835
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	10 70 20	0 0 0	0 0 0	0 7 2	0 100 100	1 0 0	100 0 0	0 0 0	0 0 0	832 853 843	9 73 18	0 0 0	0 88 100	100 0 0	0 13 0	832 850 843	15 65 19	16 23 30	44 49 49	22 18 14	18 9 8	845 850 852
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	10 60 30	0 0 0	0 0 0	0 6 3	0 100 100	1 0 0	100 0 0	0 0 0	0 0 0	832 854 846	9 64 27	0 0 0	0 86 100	100 0 0	0 14 0	832 849 846	9 53 38	8 17 36	33 51 48	28 21 11	31 11 5	838 848 855
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	60 30 10	0 0 0	0 0 0	6 2 1	100 67 100	0 1 0	0 33 0	0 0 0	0 0 0	853 843 844	55 36 9	0 0 0	100 50 100	0 25 0	0 25 0	853 839 844	43 51 6	23 25 9	48 49 43	19 17 24	10 9 23	849 851 842
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	0 70 10 20	0 0 0	0 0 0	6 1 2	86 100 100	1 0 0	14 0 0	0 0 0	0 0 0	849 858 847	0 73 9 18	0 0 0	75 100 100	13 0 0	13 0 0	846 858 847	18 41 13 28	31 28 20 12	47 49 49 47	13 15 18 26	9 7 12 16	852 852 848 844
How do you feel about the following statement? "My knowledge of reading will be useful to me as an adult." A. strongly agree B. agree C. disagree D. strongly disagree	20 80 0	0	0 0	2 7	100 88	0 1	0 13	0	0 0	849 849	18 82 0	0	100 78	0 11	0 11	849 846	43 48 6 2	31 18 11 6	48 50 43 36	14 20 24 32	7 12 21 26	853 848 843 839
Optional school/SAU question A. B. C. D.	0 0 0										0 0 0 0											
									: 													

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N - Numbe



MATHEMATICS RESULTS

Test Date: March 2008

Grade:

SAU: Surry School Department School: Surry Elementary School

STUDENTS AT EACH ACHIEVEMENT LEVEL

						1	
ACHIEVEMENT LEVEL DEFINITIONS		Sch	ool	SA	AU	Sta	ite
The quality of a student's work at each achievement level reflects progress in attaining Maine's Level Expectations in mathematics.	s Grade	N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	1	11	1	11	1714	11
	2006-2007	2	13	2	13	1952	13
	2007-2008	1	9	1	8	1657	11
	Cum. Total*	4	11	4	11	5323	11
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (scaled score 841–860)	2005-2006	4	44	4	44	5533	34
	2006-2007	9	56	9	56	5870	38
	2007-2008	7	64	7	58	5956	40
	Cum. Total*	20	56	20	54	17359	37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	3	33	3	33	4764	29
	2006-2007	2	13	2	13	3982	26
	2007-2008	1	9	2	17	3729	25
	Cum. Total*	6	17	7	19	12475	27
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	1	11	1	11	4251	26
	2006-2007	3	19	3	19	3534	23
	2007-2008	2	18	2	17	3579	24
	Cum. Total*	6	17	6	16	11364	24

	1	nber	Avera	ge Point	s Attaine	d (Numbe	r and Pe	rcent)
Learning Results Content Standard Clusters		oints sible	Sch	ool	SA	AU	St	ate
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	9.2	57.5	8.9	55.6	8.4	52.5
Cluster 2: Shape and Size	14	25	5.9	42.1	5.7	40.7	5.9	42.1
Cluster 3: Mathematical Decision Making	8	14	5.5	68.8	5.3	66.3	4.6	57.5
Cluster 4: Patterns	18	32	9.4	52.2	9.3	51.7	8.9	49.4

Cluster 1: Numbers and Operations

- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size

- E. Geometry
- F. Measurement

Cluster 3: Mathematical Decision Making

- C. Data Analysis and Statistics
- D. Probability

Cluster 4: Patterns

- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine's 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

^{*}Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008 8

Grade:

Surry School Department Surry Elementary School SAU: School:

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REPORTING CATEGORIES	Tested		E		M		P		D	Mean Scaled	Tested	E	М	Р	D	Mean Scaled	Tested	E	М	P	D	Mean Scaled
	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	11	1	9	7	64	1	9	2	18	844	12	8	58	17	17	843	14921	11	40	25	24	841
Ethnicity African American/Black American Indian or Native Alaskan Asian or Pacific Islander Hispanic Caucasian/White Not Reported	0 0 0 0 11	1	9	7	64	1	9	2	18	844	0 0 0 0 12 0	8	58	17	17	843	352 117 181 131 14140 0	2 5 24 7 11	23 22 42 34 41	23 33 20 26 25	52 39 14 33 23	828 832 848 836 841
Identified disability Yes No	2 9	1	11	6	67	1	11	1	11	848	3 9	11	67	11	11	848	2265 12656	1 13	14 45	22 26	62 17	824 844
Current LEP Yes No	0 11	1	9	7	64	1	9	2	18	844	0 12	8	58	17	17	843	315 14606	5 11	24 40	20 25	51 23	828 841
Economically disadvantaged Yes No	5 6	0 1	0 17	2 5	40 83	1 0	20 0	2 0	40 0	833 853	6 6	0 17	33 83	33 0	33 0	833 853	5217 9704	5 15	30 45	29 23	37 17	834 845
Migrant Yes No	0	1	9	7	64	1	9	2	18	844	0 12	8	58	17	17	843	7 14914	0 11	43 40	43 25	14 24	838 841
Gender Female Male Not Reported	6 5 0	0	0 20	4 3	67 60	1 0	17 0	1 1	17 20	839 849	6 6 0	0 17	67 50	17 17	17 17	839 847	7199 7722 0	11 11	40 40	26 24	23 25	841 841
Title 1A targeted program Yes No	1 10	1	10	7	70	1	10	1	10	847	1 11	9	64	18	9	846	806 14115	3 12	20 41	30 25	47 23	831 842
Gifted/talented program Yes No	0 11	1	9	7	64	1	9	2	18	844	0 12	8	58	17	17	843	592 14329	58 9	39 40	2 26	1 25	864 840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.



MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: Surry School Department School: Surry Elementary School

					Sch	ool	<u>*</u>						SA	U					Sta	te		
QUESTIONNAIRE ITEMS	Students in Each Category		E	ı	М		P		D	Mean Scaled Score	Students in Each Category	E	М	P	D	Mean Scaled Score	Students in Each Category	E	М	Р	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%	Jeore	%	%	%	%	%	Jeore	%	%	%	%	%	Jeore
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	20 30 50 0	0 0 1	0 0 20	1 2 3	50 67 60	0 0 1	0 0 20	1 1 0	50 33 0	829 849 847	18 36 45 0	0 0 20	50 50 60	0 25 20	50 25 0	829 846 847	9 46 41 5	5 10 14 14	30 40 42 38	23 26 25 23	41 25 19 24	833 840 843 842
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics	20	1	50	1	50	0	0	0	0	862	27	33	33	33	0	853	30	17	43	22	18	845
class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	70 10 0	0	0	5 0	71 0	1 0	14 0	1 1	14 100	844 806	64 9 0	0 0	71 0	14 0	14 100	844 806	50 17 4	10 6 3	42 32 18	26 29 25	22 33 54	841 836 828
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair	40 20 40	1 0 0	25 0 0	3 2 1	75 100 25	0 0 1	0 0 25	0 0 2	0 0 50	859 848 827	36 18 45	25 0 0	75 100 20	0 0 40	0 0 40	859 848 829	26 45 23	29 7 1	46 46 26	14 27 34	11 20 38	851 841 833
D. poor How difficult was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	20 80 0	0	0 13	0 6	0 75	0	0 13	2 0	100 0	817 851	0 18 82 0	0 11	0 67	0 22	100 0	817 849	5 34 52 13	1 4 10 33	35 43 40	29 28 26 14	57 32 21 13	827 836 842 852
How hard did you try on the mathematics part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	40 50 10	1 0 0	25 0 0	2 3 1	50 60 100	1 0 0	25 0 0	0 2 0	0 40 0	851 837 852	36 55 9	25 0 0	50 50 100	25 17 0	0 33 0	851 837 852	44 50 6	10 13 9	40 42 27	26 24 27	25 21 38	840 843 835
How often do you use laptops in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	0 0 0 100	1	10	6	60	1	10	2	20	844	0 0 0 100	9	55	18	18	843	9 16 28 48	6 8 12 13	38 38 41 40	27 27 27 23	29 27 21 24	837 839 843 842
How often do you use calculators in mathematics class? A. almost every day B. two or three times a week C. two or three times each month D. never or almost never	80 20 0	1 0	13 0	5	63 50	0	0 50	2 0	25 0	845 839	73 18 9 0	13 0 0	63 50 0	0 50 100	25 0 0	845 839 836	38 33 18 11	14 10 10 7	42 41 36 34	23 26 27 26	21 23 27 33	843 841 840 836
How do you feel about the following statement? "My knowledge of mathematics will be useful to me as an adult." A. strongly agree B. agree C. disagree D. strongly disagree	60 30 0	0 1 0	0 33	4 2 0	67 67 0	1 0 0	17 0 0	1 0	17 0 100	842 853 828	55 36 0 9	0 25 0	67 50 0	17 25 0	17 0 100	842 849 828	54 38 6 2	14 8 6 3	44 36 31 23	23 27 28 25	18 28 36 49	844 838 835 831
Optional school/SAU question A. B. C. D.	0 0 0 0										0 0 0 0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N - Numbo



SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008

Grade:

SAU: Surry School Department School: Surry Elementary School

STUDENTS AT EACH ACHIEVEMENT LEVEL

ACHIEVEMENT LEVEL DEFINITIONS	Sch	ool	SA	\U	State		
The quality of a student's work at each achievement level reflects progress in attaining Maine Span Expectations in science and technology.	N	%	N	%	N	%	
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	0	0	0	0	1879	12
	2006-2007	5	31	5	31	2192	14
	2007-2008	0	0	0	0	2371	16
	Cum. Total*	5	14	5	14	6442	14
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	6	67	6	67	8604	53
	2006-2007	8	50	8	50	7916	52
	2007-2008	8	73	8	67	7630	51
	Cum. Total*	22	61	22	59	24150	52
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	3	33	3	33	3618	22
	2006-2007	2	13	2	13	3340	22
	2007-2008	2	18	3	25	3175	21
	Cum. Total*	7	19	8	22	10133	22
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	0	0	0	0	2174	13
	2006-2007	1	6	1	6	1865	12
	2007-2008	1	9	1	8	1731	12
	Cum. Total*	2	6	2	5	5770	12

			Average Points Attained (Number and Percent)											
Learning Results Content Standard Clusters	Of Points Possible School SAU State N % N % N % N % 14 25 8.1 57.9 8.3 59.3 8.1 57.9 14 25 7.6 54.3 7.3 52.1 7.3 52.1 ences 14 25 5.9 42.1 5.7 40.7 7.7 55.0	ate												
	N	%	N	%	N	%	N	%						
Cluster 1: Life Sciences	14	25	8.1	57.9	8.3	59.3	8.1	57.9						
Cluster 2: Physical Sciences	14	25	7.6	54.3	7.3	52.1	7.3	52.1						
Cluster 3: Earth and Space Sciences	14	25	5.9	42.1	5.7	40.7	7.7	55.0						
Cluster 4: Nature and Implications of Science	14	25	7.8	55.7	7.8	55.7	8.5	60.7						

Cluster 1: Life Sciences

A. Classifying Life Forms

B. Ecology

C. Cells

Cluster 2: Physical Sciences

E. Structure of Matter

H. Energy

I. Motion

Cluster 3: Earth and Space Sciences

D. Continuity and Change

F. The Earth

G. The Universe

Cluster 4: Nature and Implications of Science

J. Inquiry and Problem Solving

K. Scientific Reasoning

L. Communication

M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 Learning Results, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at http://www.maine.gov/education/lsalt/gles. htm.



SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008 8

Grade:

Surry School Department SAU: Surry Elementary School School:

*	1					(COII										, ,									
DEDOCTIVE	School											SAU State													
REPORTING CATEGORIES	Tested		E		М		P		D	Mean Scaled Score	Tested	E	М	Р	D	Mean Scaled	Tested	E	М	P	D	Mear Scale			
	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score			
All Students	11	0	0	8	73	2	18	1	9	844	12	0	67	25	8	844	14907	16	51	21	12	847			
Ethnicity African American/Black American Indian or Native Alaskan Asian or Pacific Islander Hispanic Caucasian/White Not Reported	0 0 0 0 11	0	0	8	73	2	18	1	9	844	0 0 0 0 12 0	0	67	25	8	844	349 117 181 131 14129 0	4 8 20 5 16	35 40 50 50 52	26 28 15 22 21	34 24 15 23 11	837 840 849 842 848			
Identified disability Yes No	2 9	0	0	8	89	1	11	0	0	847	3 9	0	89	11	0	847	2258 12649	3 18	29 55	31 20	37 7	836 850			
Current LEP Yes No	0 11	0	0	8	73	2	18	1	9	844	0 12	0	67	25	8	844	315 14592	4 16	29 52	25 21	42 11	834 848			
Economically disadvantaged Yes No	5 6	0 0	0	3 5	60 83	1 1	20 17	1 0	20 0	838 850	6 6	0 0	50 83	33 17	17 0	838 850	5206 9701	8 20	45 55	28 18	20 7	842 850			
Migrant Yes No	0 11	0	0	8	73	2	18	1	9	844	0 12	0	67	25	8	844	7 14900	29 16	57 51	14 21	0 12	852 847			
Gender Female Male Not Reported	6 5 0	0 0	0 0	4 4	67 80	1 1	17 20	1 0	17 0	840 850	6 6 0	0 0	67 67	17 33	17 0	840 848	7196 7711 0	14 18	52 51	23 20	12 12	847 848			
Title 1A targeted program Yes No	1 10	0	0	8	80	2	20	0	0	847	1 11	0	73	27	0	846	804 14103	6 16	38 52	34 21	22 11	841 848			
Gifted/talented program Yes No	0 11	0	0	8	73	2	18	1	9	844	0 12	0	67	25	8	844	592 14315	63 14	35 52	1 22	0 12	865 847			



SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: Surry School Department School: Surry Elementary School

*	(QOESTIOIMAINE ITEMS)										CALL												
OUESTIONNAIDE	School											SAU State											
QUESTIONNAIRE ITEMS	Students in Each Category		E		M		P)	Mean Scaled Score	Students in Each Category	E	М	P	D	Mean Scaled Score	Students in Each Category	E	М	Р	D	Mean Scaled Score	
	%	N	%	N	%	N	%	N	%	Score	%	%	%	%	%	Score	%	%	%	%	%	- Score	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	20 30 50	0 0 0	0 0 0	1 3 4	50 100 80	0 0 1	0 0 20	1 0 0	50 0 0	834 851 846	18 36 45 0	0 0 0	50 75 80	0 25 20	50 0 0	834 848 846	9 46 41 5	10 14 19 19	40 52 53 47	26 22 19 21	23 12 9 14	842 847 849 848	
How well do the questions that you have just been given on this MEA																							
test match what you have learned in school about science? A. The questions on the test match what I have learned in science class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	20 60 20 0	0 0 0	0 0 0	2 5 1	100 83 50	0 1 0	0 17 0	0 0 1	0 0 50	852 846 834	18 64 18 0	0 0 0	100 71 50	0 29 0	0 0 50	852 845 834	29 49 18 5	19 16 13 9	54 51 51 39	19 22 23 29	9 11 13 23	849 848 846 842	
Which of the following best describes how you rate yourself as a student in science?																							
A. very good B. good C. fair D. poor	30 60 10 0	0 0 0	0 0 0	2 6 0	67 100 0	1 0 0	33 0 0	0 0 1	0 0 100	842 850 822	36 55 9 0	0 0 0	50 100 0	50 0 0	0 0 100	841 850 822	23 54 20 3	28 15 5 2	51 55 45 35	13 21 32 34	8 9 18 29	853 848 842 838	
How difficult was the science part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	20 60 20	0 0 0	0 0 0	1 5 2	50 83 100	0 1 0	0 17 0	1 0 0	50 0 0	840 846 846	18 64 18	0 0 0	50 71 100	0 29 0	50 0 0	840 845 846	27 59 13	15 15 21	49 53 51	22 22 18	14 10 10	846 848 850	
How hard did you try on the science part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	60 30 10	0 0 0	0 0 0	4 3 1	67 100 100	1 0 0	17 0 0	1 0 0	17 0 0	844 846 846	55 36 9	0 0 0	67 75 100	17 25 0	17 0 0	844 844 846	40 55 5	15 17 12	51 53 41	22 21 25	12 10 22	847 848 843	
Which courses do you plan to take before you graduate from high school? A. earth and space science and/or biology B. the course(s) described in A, plus chemistry C. the course(s) described in B, plus physics D. a life science and physical science class	30 20 20 30	0 0 0	0 0 0	3 2 1 2	100 100 50 67	0 0 1	0 0 50 0	0 0 0	0 0 0 33	851 846 845 837	27 18 18 36	0 0 0	100 100 50 50	0 0 50 25	0 0 0 25	851 846 845 838	25 24 22 29	11 18 30 8	53 53 47 52	23 20 14 27	13 10 8 14	846 849 853 844	
How do you feel about the following statement? "My knowledge of science and technology will be useful to me as an adult."						-																	
B. agree C. disagree D. strongly disagree	20 70 10 0	0 0 0	0 0 0	1 6 1	50 86 100	1 0 0	50 0 0	0 1 0	0 14 0	845 845 846	27 64 9 0	0 0 0	33 86 100	67 0 0	0 14 0	843 845 846	27 54 15 4	23 15 10 7	51 53 50 39	17 21 26 30	9 11 14 24	851 847 845 841	
How well does the following statement reflect your future goals? "I am interested in a career related to science, technology, engineering, or mathematics."									_						_								
A. strongly agree B. agree C. disagree D. strongly disagree	10 30 50 10	0 0 0	0 0 0 0	1 1 5 1	100 33 100 100	0 1 0 0	0 33 0 0	0 1 0 0	0 33 0 0	858 833 849 846	18 27 45 9	0 0 0 0	50 33 100 100	50 33 0 0	0 33 0 0	848 833 849 846	25 37 26 12	24 15 12 8	52 50 53 48	15 22 23 28	8 12 12 15	851 847 846 844	
Optional school/SAU question A. B. C. D.	0 0 0										0 0 0												

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

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